**Amanda Hulme AP World History - W.E.B. Dubois High School 2/16**

**Objective:** We will analyze the impact that the Industrial Revlolution had on Europe reading a secondary source.

**Assessment:** Completed Chapter Analysis

**Agenda:** 1.) Drill 2.) PowerPoint & Cornell Notes 3.) Independent Reading and Analysis

**Materials:** All necessary worksheets; Barrons Review Books

**Opening:**  Students will enter the room and the following drill prompt will be on the board, “How do you think cities formed? Why are they important?” Students will be given 5-7 minutes to complete their daily tracking sheets and answer the drill question. Students will then be called back together as a class and I will ask for volunteers to explain and share out their answer. After hearing from various students, I will explain to them that today we are going to be looking at the Industrial Revolution and how new technologies changed the world.

**INM:** Students will be instructed to take out a piece of paper and set it up for Cornell Notes. Students will then follow along as we go through a PowerPoint lecture based on the Industrial Revolution, including: what it was, how it came about, where it occurred, and other pertinent information. Students will take notes as we go through this is a class.

**GP:** I will give students our new homework template, which we will use in class today given that this’s week’s chapter is rather long. After asking students if they have any questions about the template and what they are going to be doing, I will then give them the Barrons book which they will be working with the for the rest of class. They will complete their new template using Chapter 13 in the book. Students can work in groups of no more than two in order to complete this. I will give them approximately one hour in class to work on this. They will continue working on it tomorrow.

**IP:**  Students will continue working on the above template.

**Closing:** Student will continue working on the above template

**Rigor:** Students are independently working with AP level reading.

**Engagement:** Students are working in groups.

**Interventions:**  Students receive peer and teacher support to be successful on assigned tasks.

**Modified: AG:** visual cues, graphic/visual organizers, extended time, frequent breaks, reduced distractions, adjusted workload.

**KA:** visual cues, graphic/visual organizers, extended time, frequent breaks, reduced distractions, adjusted workload.